

The 5E Model of Instruction



5E Definition	Teacher Behavior	Student Behavior
Engage		
1a. Generate interest 1b. Access prior knowledge 1c. Connect to past knowledge 1d. Set parameters of the focus 1e. Frame the idea	1f. Motivates 1g. Creates interest 1h. Taps into what students know or think about the topic 1i. Raises questions and encourages responses	<ul style="list-style-type: none"> • Attentive in listening • Ask questions • Demonstrates interest in the lesson • Responds to questions demonstrating their own entry point of understanding
2a. Experience key 2b. Discover new skills 2c. Probe, inquire, and question experiences 2d. Examine their thinking 2e. Establish relationships and understanding	<ul style="list-style-type: none"> • Acts as a facilitator • Observes and listens to students as they interact • Asks good inquiry-oriented questions • Provides time for students to think and to reflect • Encourages cooperative learning 	<ul style="list-style-type: none"> • Conducts activities, predicts, and forms hypotheses or makes generalizations • Becomes a good listener • Shares ideas and suspends judgment • Records observations and/or generalizations • Discusses tentative alternatives
Explain		
<ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<ul style="list-style-type: none"> • Encourages students to explain their observations and findings in their own words • Provides definitions, new words, and explanations • Listens and builds upon discussion from students • Asks for clarification and justification • Accepts all reasonable responses 	<ul style="list-style-type: none"> • Explains, listens, defines, and questions • Uses previous observations and findings • Provides reasonable responses to questions • Interacts in a positive, supportive manner
Extend/Elaborate		
<ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language 	<ul style="list-style-type: none"> • Uses previously learned information as a vehicle to enhance additional learning • Encourages students to apply or extend the new concepts and skills • Encourages students to use terms and definitions previously acquired 	<ul style="list-style-type: none"> • Applies new terms and definitions • Uses previous information to probe, ask questions, and make reasonable judgments • Provides reasonable conclusions and solutions • Records observations, explanations, and solutions
Evaluate		
<ul style="list-style-type: none"> • Assess understanding (Self, peer and teacher evaluation) • Demonstrate understanding of new concept by observation or open-ended response • Apply within problem situation • Show evidence of accomplishment 	<ul style="list-style-type: none"> • Observes student behaviors as they explore and apply new concepts and skills • Assesses students' knowledge and skills • Encourages students to assess their own learning • Asks open-ended questions 	<ul style="list-style-type: none"> • Demonstrates an understanding or knowledge of concepts and skills • Evaluates his/her own progress • Answers open-ended questions • Provides reasonable responses and explanations to events or phenomena